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Association for Education by Radio

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# The Association for Education by Radio

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# The JOURNAL of the ASSOCIATION FOR EDUCATION BY RADIO

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Volume II

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## Radio Goes to War

**W**AR is a colossal community effort. Under the leadership of our National Government citizens everywhere must work together. In the early months of this war citizens asked "What can we do? What are the problems we should be thinking about?"

The answers to those questions have been given by every media of communication. None is rendering a greater service than is radio.

In Washington great National agencies have been charged by Congress with responsibilities for action programs. The Treasury Department has been asked to sell bonds. OPA must administer rationing. The Army and Navy must organize great fighting forces. Agriculture raises the food-producing goals for the nation's farms.

These action programs cannot be served by entertainment broadcasts alone. At base, each action program requires an educational approach. The Association for Education by Radio presents here some of the plans and methods by which the various Government agencies have used radio to achieve the national war aims set by Congress.

### The Office of War Information

By PHILIP H. COHEN, Deputy Chief,  
Domestic Radio Bureau

The establishment of the Office of War Information in July, 1942, was a major step in coordinating Government radio. With all information services funneling through a central organization, the facilities offered us by the industry were utilized as fully and effectively as possible, without, at the same time, losing any of the many million listeners who have made the vast radio industry possible.

All war information falls into two main classes. The first deals with "understanding" of the fundamental war issues; the second with "action" messages that provide specific instructions on how listeners should aid various war measures. This information and instruction, through the intelligent co-operation of the radio industry, is

being super-imposed regularly upon the accepted program patterns.

In October of 1942, Regulation No. 2 went into effect. This document states quite simply that not only must all proposals for new war shows, planned by Government agencies, be submitted to the OWI, but that all scripts for existing ones, announcements, or other radio material prepared by bona fide Government agencies must be cleared by the OWI Radio Bureau. This should not be confused with censorship. Our purpose in establishing such clearance procedures is to assure accuracy of the war messages involved, balanced emphasis of the subjects to be presented, and the elimination of common errors that cause listener confusion. In addition, OWI is responsible for the many programs on its own.

At present, the Radio Bureau has a number of plans in operation. The Network Allocation Plan makes use of established network shows, both commercial and sustaining, which agree to carry assigned messages on definite weekly schedules. Radio Background Material is a series of bulletins outlining for writers the main problems and then elaborating on ways radio may help lick them through the expedient of disseminating correct facts and public instruction. The Local Allocation Plan is for spot announcements, both transcribed and live, in which every station in the country receives carefully selected, properly written and produced spots, which may be aired at suitable intervals throughout each day. Network affiliates now carry 12 of these announcements daily: non-network stations 16. The Special Assignment Plan is in operation whereby war information on the "understanding" phases of the war is carefully tailored to the individual needs of programs which have volunteered to do service over and above the Allocation Plan. The Special Events Plan covers the use of the networks in the writing and producing of single shows. This also includes talks by Government representatives. The Feature Series Plan is devoted to special series of programs by OWI, both live and transcribed. This plan includes "Uncle Sam," a five-a-week transcribed series used by

850 stations, "This Is Our Enemy," etc.

The right of the people to listen to what they want, when they want, is one of the things we're fighting for. They want a clear explanation of both factual war information and the issues which are involved, presented with due consideration for everyday standards of good taste. They want to know what this war is all about, how they can help win it; they want a clear, complete, and accurate picture. The Office of War Information with its Domestic Radio Bureau is trying to help do that job.

### U. S. Office of Education

By WILLIAM D. BOUTWELL, Director,  
Information and Radio Service

Redirection and expansion of its script and transcription exchange, creation of Conference Kits on war themes and participation in the launching of a new network program, the "Victory Hour," are major war radio measures adopted by the U. S. Office of Education.

Radio Scripts for Victory is the title of the catalog listing over 150 war-related scripts ranging from "You Can't Do Business With Hitler" and "Treasury Star Parade," to the "Leaguesboro" scripts on community organization in this crisis.

Radio Transcriptions for Victory is the title of the new list of more than 175 transcriptions available by loan or purchase. Army, OWI, OCD, Treasury Department and other war agencies have made available to the exchange pressings including "Murder at Lidice" and "U Boat 111" from the Star Parade, Army Orientation programs, the famous "Last Message from Corregidor," "Neighborhood Call" (price, rent control, etc.), and "Toward the Century of the Common Man" (four network program).

Recently OWI has assisted the Radio Service to acquire the first transcriptions in a new series, "Historic Speeches." First to be pressed are President Roosevelt's war message on December 8, 1941, Wendell Willkie's

(Continued on page 6)

### Set Up Editorial Board for Journal of the AER

An Editorial Board has been set up to collaborate with the editor of the *Journal of the AER* on the planning, editing of articles and selection of material for publication. Elizabeth Goudy is the chairman and the other members are Arthur Fletcher, Major Harold W. Kent, Lt. Hazel Kenyon Markel, Gertrude Broderick, William D. Boutwell and Philip H. Cohen.

One of the first actions taken by the new Editorial Board was the appointment of Max Herzberg to head a book review committee. Mr. Herzberg is radio chairman of the National Council of Teachers of English. Beginning with the September issue all book reviews will be handled by this new committee.

Manuscripts and other material for publication in the *Journal of the AER* should be forwarded to the central office: Room 701, 228 N. La Salle St., Chicago, Illinois.

### AER Members Get OWI Promotions

The resignation of Douglas Meservey as Deputy Chief of the Domestic Radio Bureau of the Office of War Information has resulted in a general reorganization of the Bureau. Of interest to many members of the AER may be the fact that Philip Cohen, Vice-President of Region I, is the new Deputy Chief.

Before the organization of the OWI, Mr. Cohen was appointed to the Office of Facts and Figures. Upon formation of the OWI, Cohen became Chief of the Government Liaison Section. Prior to that, he was Chief of the Radio Research Project at the Library of Congress, and for several years was Director of Radio Production for the U. S. Office of Education. He also founded and directed the New York University Radio Workshop. As Deputy Chief of the Domestic Radio Bureau he will serve with Donald Stauffer, Chief of the Bureau, in directing the entire radio effort of the OWI.

Another AER member who is influenced by the reorganization is Charles Harrell, who joined the OWI on March 1. Mr. Harrell came from WBEN, Buffalo, where he was Director of Public Service Programs and War Program Manager. He also worked with Mr. Cohen as Program Editor of the Radio Research Project at the Library of Congress. He joined the OWI as Assistant Chief of the Government Liaison Section and now will be in charge of Special Events and Time Clearance, in addition to handling certain radio campaigns as one of the five key Program Directors in the newly created Government Liaison and Allocations Division of the OWI Radio Bureau headed by William Spire.

### Enrollment Limit Boosted For NBC-NU Summer Institute

In an effort to help solve radio's service replacement problem, enrollment at the 1943 NBC-Northwestern University Summer Radio Institute has been increased to 135 from the original schedule of 100 students, it was announced recently by Harry C. Kopf, NBC vice president and general manager of the Central Division. In addition, a special course in news broadcasting has been announced for the series, and plans are being made to tailor all of the nine offered courses to fit the needs of smaller radio stations where the most acute shortage of personnel has been felt.

Much of the emphasis in last year's curriculum was placed on the preparation of personnel for eventual employment by network and major stations. This year, however, the accent will be placed on technical requirements of the small station field. The courses in control room operation and news are regarded as being especially vital in helping solve the replacement problem. John Thompson and Basket Mosse, of the NBC Central Division News and Special Events Department, will teach the course in news.

According to Albert Crews, director of the Institute and chairman of the Radio Department of the School of Speech at Northwestern, he has already received more than 400 inquiries for information about the Institute. Prospective students have until May 29 to submit applications for enrollment for the Institute. The session this year will run from June 21 through July 31.

The success of the first NBC-Northwestern summer institute has inspired the establishment of similar institutes at Stanford University and the University of California at Los Angeles this year.

### Chicago Board of Education's FM Station Begins Operation

Radio Station WBEZ, the Chicago Board of Education frequency modulation station, officially went into operation Sunday, April 18, broadcasting current programs of the fourteen weekly series produced by the Radio Council of the Chicago Public Schools.

Having its own frequency modulation station the Chicago Board of Education will provide the students of the Chicago Public Schools with the better radio reception inherent to this new type of broadcasting, says George Jennings, Acting Director of the Radio Council. Extended program scheduling, due to greater availability and selection of time for broadcasting, will also increase the service to schools.

### New York Philharmonic Sponsored by Rubber Co.

For the first time in its century-old history, the New York Philharmonic-Symphony embarks May 23 upon a 52-week series of regular Sunday afternoon concerts over CBS under the sponsorship of the United States Rubber Company.

The series, participated in the year-round by the 104 musicians, is to be broadcast over the nationwide CBS network of 118 stations Sundays from 3 to 4:30 p. m. EWT.

For the past 13 years, CBS has presented concerts of the Philharmonic Symphony during its Fall and Winter subscription season in sustaining programs.

An important feature of the precedent-breaking series will be the intermission spot, to be presided over by Carl Van Doren, historian, critic and author. Van Doren, in what he calls "Our American Scriptures," will recreate the atmosphere and scene in which memorable American utterances were delivered. Noted actors each week will read the utterances.

As Arthur Rodzinski, the Philharmonic's permanent conductor, is not expected to appear before the regular Fall season begins, guest conductors will probably direct the concerts each week during the summer.

### Basis for Peace Discussed In New NBC Series

Secretary of State Cordell Hull on Saturday, June 5, will open an authoritative series of broadcasts in which government officials, leaders of labor and industry, and scholars will discuss the basis of the coming peace.

Titled "For This We Fight," the series will be heard over NBC Saturdays (7-7:30 p. m. EWT) for a period of 26 weeks.

The series will be divided into two groups of thirteen programs each. The first group will discuss the international aspects of the post-war world and the second will consider the national aspects.

The first group of broadcasts has been prepared in cooperation with the Commission to Study the Organization of Peace, and the second group is presented in cooperation with the Twentieth Century Fund.

Included among those who will participate are Supreme Court Justice Owen Roberts, Senator Claude Pepper, Elmer Davis, Nelson A. Rockefeller, Chester C. Davis, Archibald MacLeish, Thomas W. Lamont, David Sarnoff, Thomas Watson, Matthew Woll, James Carey, Eric Johnston, Senator Elbert D. Thomas, Mrs. Ogden Reid, Anne O'Hare McCormick and many others.

The series is presented by the NBC Inter-American University of the Air, headed by James Rowland Angell and Sterling Fisher.



# How Can Radio Promote International Cultural Understanding?

By R. S. Lambert

Educational Advisor, Canadian Broadcasting Corporation

ONE hundred years ago the pioneers of railroads believed that railway travel would sweeten international relations and bring about perpetual peace. A similar dream haunts the pioneers of radio today, in spite of the fact that the first twenty years of broadcasting did nothing to stop the coming of the Second World War. We continue to have faith, not so much that the improvements in communication will have any direct and immediate effect, as that they will gradually put mankind into a more cooperative frame of mind.

Obviously, we are facing a very difficult task. Radio is only in its infancy, even as a channel of popular entertainment, much more as an educational medium. Almost before it has emerged from its swaddling clothes, we are asking how it can be used to promote international cultural understanding. The answer must be given first in terms of warning.

Radio cannot do what political and economic obstacles forbid. Nations may have common problems, yet unequal resources and handicaps. Remember, radio is the big nation's weapon, as it is so much more costly to operate than the older instruments of culture, such as the book and the newspaper. Therefore the big wealthy nation has a natural advantage over its smaller, poorer neighbors. Smaller countries, however, develop a natural "sales resistance" to anything in the nature of high-pressure radio propaganda from abroad. Short-wave reception, again, is widespread only in countries with a high standard of living. In the poorer countries short-wave broadcasts from abroad are heard only by a tiny minority, representing business and political interests. Hence short-wave programmes appear to the popular eye to smack of propaganda rather than culture.

This means that those idealists who lay hands on radio for international cultural purposes take on a heavy responsibility. They can easily do more harm than good. They ought, therefore, to prepare themselves by educating themselves first as to what it is that they want to do, to give and to take. And they will surely start by taking more than they give. But before they can even take, they must find out what their neighbors want them to

take. A small country is very particular about the kind of picture of itself which it wants its neighbors to receive and propagate.

Economics, geography, politics and language all conspire to force smaller countries to learn more about big countries than big countries learn about small ones. Radio should correct this. Let the big countries set the example, by using radio to educate themselves about their neighbors. Radio has not yet overcome the language barrier. Music may be international, but talk is not—nor are literature and drama. Special precautions are therefore necessary in the case of all "spoken word" programmes designed to promote better understanding.

The easiest way to start is between countries with the same language. Yet even among the English-speaking countries there are plenty of traps to be avoided. Schoolbook history is heavily colored with national prejudice; the same facts and personalities are presented from opposite angles. Dramatized history on the radio cannot afford slipshod or one-sided presentation, however sincere. For instance, the story of Haym Salomon, Jewish hero of the War of Independence, may be sent, say to Canada in such a form as to create the impression that British red-coats of the 18th century were as anti-Semitic as modern Nazis. One such slip undoes with the teachers the good done by scores of accurate programmes. Again, anachronisms are irritating to national pride. In a recent dramatization of the Mayflower Voyage, a refugee from England was depicted as fleeing from a state of serfdom, where farmers were rackrented by their landlords and arbitrarily flogged for non-attendance at church. But such evils, if ever prevalent, had long vanished from the scene by the 17th century. Here, therefore, poetic license was contributing to international misunderstanding. If this can be true as between English-speaking countries, how much more does it apply to cultural understanding with, say Latin America?

Smaller countries dislike being taken for granted by their bigger neighbors. Canada, for instance—closest of the Americas to the U. S.—dislikes the false picture of her which has been built up by tourist agencies as a land of trappers, lumbermen, fishermen, skiers and habitants. She prefers to be

known as one of the potentially richest sources of mineral wealth in the world. She likes to reflect that if Canadian forests were burned down in some gigantic fire, four-fifths of American newspapers would be forced to cease publication. She also likes to think of herself as an embodiment of the pioneering spirit, with as many colorful histories to relate as her great neighbor—which have not been told only because the U. S. has all the publishers. There is, of course, nothing hostile in these criticisms, only the desire of friends for equality of status.

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CANADA has had a great deal of experience with the problems of developing cultural understanding within her own borders. She has two races, two languages, two religions which have to live side by side and cooperate for the national welfare. English and French-speaking Canada have their separate radio networks, and the problem is being faced of arranging more interchange between them. The relation of Quebec to Canada is a microcosm of the cultural problem of the world as a whole. French and English-speaking Canadians do not propagandise each other culturally on the radio. Encouragement is given to each racial group to educate itself in a better understanding of the other's culture. An intensive study of this situation might be worth the while of the Office of the Coordinator of Inter-American Relations.

Radio cannot act alone in this field of international cultural understanding. It must advance at equal step with the film, the book, the study of language, touring, and other cultural vehicles. And it must beware of what it gives, as well as of what it takes. Britain is not helped by disseminating abroad through her moving pictures the sentimentalized cockney and the gracious lady of leisure as types representative of her civilization; any more than America is helped by films of rugged individualist millionaires and tender-hearted gangsters. The same considerations apply to radio—sincerity is the touchstone.

To conclude, let the foundations of Radio cultural understanding be laid at home; and then it may safely spread its branches wider as time goes by.

for news of AER members

## "We Take You Now To"—

New York, N. Y. . . . Institute of Oral and Visual Education and Howard M. LeSourd:

"For over three and a half years 'Lest We Forget' has been heard throughout the U. S. over a larger number of stations by far than any other program on the air. That record is a supreme achievement of which we can be justly proud. More than 400 stations have been scheduling 'Lest We Forget' from the beginning in 1939. If the programs were not popular, this unprecedented demand would not have been sustained.

"All records in the 'Lest We Forget' series are now available for use in schools. 'Lest We Forget' will send them on a temporary or loan term basis, either in individual records or for the entire series.

"We are awaiting with a great deal of interest the response to the portfolio. There has been some difficulty in the printing of these, which has held up their appearance. I think when the school teachers see them they will be very anxious to distribute them in their classes."

Toronto, Ont., Canada . . . The Canadian Broadcasting Corporation and Mary E. Gannon:

"Now take our Elizabeth Long (a peculiar thing about Elizabeth . . . she believes in radio). She believes in the wares she's peddling. One of her best lines at the moment is 'Vitamin Gardening.' In connection with this series the CBC is offering a 16-page bulletin titled *Vitamin Gardening for Victory*. Another new line in Elizabeth's simple case is 'The Perils of Junior.' This programme is in the health field. Elizabeth's 'The Hidden Enemy' still carries on. It's that allegorical, farcical, serious, informative dramatic series that has given away over 50,000 ideal diet charts. If you ask Elizabeth what her work is she'll say 'Oh, I look after women's interests.' We notice, however, that she has a new programme coming up called 'For Men Only.'

"Orville Shugg says that the 'National Radio Farm Forum' has concluded its second year as a Rural Listening Group. 'National Radio Farm Forum' is a listening group project, conducted jointly by the CBC and the Canadian Association for Adult Education and the Canadian Federation of Agriculture. 17,000 farm people have met in Farm Forums to discuss social and economic problems related to agriculture.

"George Taggart's life is still full of people and musicians and Red Cross

and War Stamps and Victory Bonds and travelling. Sidney S. Brown is our expert in magic right now. He is producing 'The Magic Carpet,' which goes to the CBC network and to MBS on Mondays. Reid Forsee dabbles in magic on Sunday when he presents —'Just Mary.' (Note: She's I.) Reid is our best known Talks Producer."

Ann Arbor, Mich. . . . University of Michigan and Waldo Abbot:

"Broadcasting at the University of Michigan is rapidly becoming a girls' activity. Despite the general decrease in enrollment in the University, the classes in broadcasting are as big as ever, but the boys are few and far between. This makes it difficult to present our three dramatic shows each week and to find announcers. We are using a great many of the girls as announcers, however.

"This year we are broadcasting over four stations: WJR and WWJ, both in Detroit; WKAR in East Lansing; and WCAR in Pontiac. Our staff at present consists of David Owen, Assistant Professor of Speech; David Norton, Technician (and, incidentally, a magician); and myself. We are also demonstrating to the Army men on the campus different ways in which they can entertain themselves and their comrades in arms in remote outposts. We are building equipment to go into the new Rackham Education Memorial in Detroit, where we have studios for classes in broadcasting."

Chicago, Ill. . . . Station WLS and Harriet Hester:

"At the present moment it is difficult to tell you what is on the fire for the month of May at WLS as we are now in the process of changing horses in midstream. I left the organization March 15 and the Educational Department is now headed by Jerry Walker, formerly of KOAC (Corvallis, Ore.) and who has been on the staff since last summer.

"Our 'School Time' broadcasts closed the last of April. They constituted the largest single project on the station. However, it might be well to mention the Thursday morning series 'Before the Doctor Comes,' which is broadcast in cooperation with the American Medical Association in an effort to help mothers know what to do to care for common ailments in these days of doctor shortages. Dr. W. W. Bauer, Director of Health Education of the AMA, is interviewed each week, and the programs are transcribed for release to State Medical

Associations and selected radio stations over the entire country. We have found that the programs are receiving a warm response."

Minneapolis, Minn. . . . The University of Minnesota and Burton Paul:

"WLB is looking forward to the best spring in its history. At long last I carried one of my favorite campaigns thru to success: An English department full professor is being released from one course to do a radio series! And he—Robert Penn Warren—and I are working hard on the new series, 'Re-reading Great Literature.' Since he's a Guggenheim Fellow, and the author of several works which have won prizes and awards in national competitions, we are going all-out for promoting his new series.

"Other programs beginning next month (April) include the Boston Symphony Orchestra direct from the Blue Network, the Chicago Roundtable by transcription from NBC, and another lecture series on 'The Humanities in the Modern World.'"

Portland, Ore. . . . The Oregon State Association for Education by Radio and Mary Elizabeth Gilmore, Pres.

"We had a thrilling meeting of the new State Association for Education by Radio on March 27. Some good old names in educational radio appeared on the program. Allen Miller, the originator of 'The University of Chicago Roundtable Discussions,' and now program manager of KOAC, lead a roundtable discussion on post-war planning. Chester Duncan and Luke Roberts of Station KOIN presented 'Music on a Holiday.' Q. Cox of Station KEX presided over 'Great Moments in History' and other AER members led other sessions, all of which put together made a fine premiere performance for the first state association of the AER."

Waco, Tex. . . . Baylor University and Ralph E. Matthews:

"Special emphasis will be placed on the preparation and presentation of programs to aid the war effort at Baylor University's Summer Radio Workshop, a six-week session from June 1 to July 10. Courses will be offered in radio acting, directing and script writing.

"There are a limited number of scholarships available to persons who have had some radio training and experience."

Pawtucket, R. I. . . . Public School Dept. and Henrietta C. Brazeau:

"Our High School Radio Workshop has just completed a *School-at-War* and *High School Victory Corps* series of broadcasts over WFCI, local commercial radio station. The programs were based on the activities of Pawtucket students in relation to the war effort. Each program consisted of a talk by a

faculty member, a student group discussion of a pertinent war problem, music by a student musical group from one of the schools and a dramatic presentation by student actors. I must report that cooperation from Station WFCI was splendid."

**Pasadena, Calif. . . Bureau of Institutional Broadcasting and Frank H. Nelson:**

"Unique in the annals of broadcasting is the present series of night-time programs on Station KWKW, broadcast daily from 7 p. m. to closing. The entire series is called 'Summer Chautauqua,' and includes all types of institutional subjects such as are produced by the Bureau of Institutional Broadcastings of Pasadena, Calif.

"Program subjects on the 'Summer Chautauqua' include *Church Door Canteen* (Sundays, 7:15 p. m.), *Christian News Digest* (Wednesday, 7:15 p. m.), *Meat for Tuesdays* (Tuesdays, 7:15 p. m.), *Thoughts for Thursday* (Thursdays, 7:15 p. m.), and *Facts for Friday* (Fridays, 7:15 p. m.). On Saturday a review of the Sunday School Lesson for tomorrow is presented at 7 p. m., followed by *Foothill William*, a hillbilly religious program for plain people, and *The Converted Juke Box*, a cycle of recorded music now being provided by B. I. B. for Christian Service Clubs everywhere. Additional features will be added from time to time, including outstanding dramatic numbers from such institutions as Wheaton College, David Lipscomb College, La Tourette Foundation, Moody Bible Institute and other reputable producing agencies."

## RESERVE A COPY!

Thirteen Non-Royalty  
PLAYS FOR AMERICANS

Written by Arch Oboler

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# Transcription Kits

By William D. Boutwell

Director,  
Information and Radio Service,  
U. S. Office of Education

This will introduce a new aid to education—the Transcription Kit.

This new aid for teachers can be called a "war baby" because it has been brought into being to serve the war needs of schools and of school communities.

The Transcription Kit made its educational debut under the general sponsorship of the Radio Service of the U. S. Office of Education. Already, in the seven months since its introduction, it has won wide popularity among schools, teacher-training institutions

and civic organizations. Other agencies are known now to be planning the development of similar Transcription Kits. Here, then, is a new teaching aid which promises to achieve wide usefulness in the years ahead.

What is a Transcription Kit? How can it be used? What specific topics are covered by Transcription Kit editions now available? Following is a brief answer to these very natural questions.

First of all, a Transcription Kit is composed of a transcription copy of a half-hour or an hour program dealing with some problem of wartime significance. It also includes supplementary reading materials and visual exhibits dealing with this problem, together with a manual of suggested techniques for using these materials as a basis for local wartime planning conferences or teaching demonstrations.

Only 16-inch, 33 1/3 r.p.m. transcriptions are used in these kits. Suitable playing equipment is now available in some 6000 schools throughout the Nation. So far, four Transcription Kits have been made available by the Radio Service on a free-loan basis. They are:

1. *Teaching with Transcriptions.* This is a half-hour transcription made in December, 1941, at the Chicago Broadcasting Conference, and deals with the use of recorded materials in the classroom. Included are reading materials which provide supplementary information on the subject.

2. *A War Policy for American Schools.* This is a transcription of an half-hour discussion participated in by Federal Security Administrator Paul V. McNutt, U. S. Commissioner of Education John W. Studebaker, Educational Policies Commission Secretary William G. Carr, and Mrs. William Kletzer, President of the National Congress of Parents and Teachers. In separate pockets of the kit are booklets which provide a rich variety of background material on the subject, including an instruction manual explaining how to set up a local conference, together with an evaluation report and return shipping labels. The kit suggests what schools can do to assist the war effort.

3. *We Hold These Truths.* This is an hour-long transcription of a major network broadcast of December 15, 1941, of the same title, which has already become one of the classics of radio. It is a dramatization of the Bill of Rights, and includes the President of the United States as well as distinguished personalities of the stage and screen, notably Lionel Barrymore, Edward Arnold, Walter Brennan, Bob Burns, Norman Corwin, Walter Hus-

(Continued on page 7)

## AER War Service Roll

With April issue *The Journal* introduced *The AER War Service Roll*. Elmer Sulzer of the University of Kentucky has consented to act as secretary of the roll and will report all military service records as they are sent to him. If you are in the armed forces or are handling positions closely related to war service, send your name with pertinent details to him at Lexington, Kentucky. If you know of anyone else in the AER whose name should be on the roll, send his name along with pertinent details. These should include rank, type of service and home town. When the war is over a complete war story will be prepared and will include the complete contributions of AER members to the war effort in and out of the military forces.

**Lt. James D. Finn**, Signal Branch, Headquarters Fourth Service Command, Atlanta, Ga.

**Capt. Jack Harris**, Executive Officer, Radio Branch, Bureau of Public Relations, War Department, Pentagon Bldg., Arlington, Va.

**Major Harold W. Kent**, War Department Liaison, U. S. Office of Education, Pentagon Bldg., Arlington, Va.

**Lt. (j.g.) Hazel Kenyon Markel**, Public Relations Office, Navy Department, Washington, D. C.

**Col. Edward M. Kirby**, Chief, Radio Branch, Bureau of Public Relations, War Dept., Pentagon Bldg., Arlington, Va.

**Lt. Richard J. Purcell**, Public Relations Officer, AAF Advanced Flying School, Altus, Oklahoma.

**Thomas Rishworth**, AAF Public Relations Office, Atlantic City, N. J.

**William Sener**, AAF Public Relations Office, Atlantic City, N. J.

**Philip H. Cohen**, Radio Bureau, Office of War Information, Washington, D. C.

**Harold B. McCarty**, Senior Program Technician, Overseas Branch, Office of War Information.

**Lt. John C. Crabbe**, U. S. Navy, Cornell University.

**Lt. Thomas Dougall**, Washington, D. C.

**Lt. Edward Gordon Bernard**, Arlington, Va.

**Marvin Beers**, Chief, Radio Section, Office of Civilian Defense, Washington, D. C.

**Lt. Francis Noel**, Bureau of Naval Personnel, Navy Department, Washington, D. C.



# Broadcasts for Schools . . .

## Radio More Than Usual

Radio—more than usual. This is one answer Toledo Public Schools gave when the question "School as Usual?" presented itself in the war emergency.

As its fifth year of service opened, the Radio Education Department of Toledo Public Schools assumed a large share of the challenging task. It inaugurated a *Toledo School of the Air*. Station WTOL cleared network obligations for the daily program at 1:45 p. m. and, appropriately enough, on October 12, 1942, the new series, keyed to America's war effort began the following schedule:

**Latin American Friends**—Aimed at closer understanding among the Americas, this series began with a discussion of probable beginnings of Latin American civilization and in succeeding broadcasts touched upon current books concerning Latin America, customs and music of the other Americas.

**Pre-Flight Aeronautics**—brings to the microphone a woman pilot and instructor in preflight at DeVilbiss High School. This series has presented talks on such topics as "Unfounded Fear," "Parts of a Plane," "Aeroplane Engines," "Plane Identification," "Navigation Problems," etc.

**The Home in Wartime**—problems of nutrition including the importance of dairy products and vegetables, children and parents in wartime, textile choice and care, and conservation of home equipment are practical subjects which have been covered by this series.

**World Geography—The Global Aspect**—The theatres of this global war have been the vital and interesting material of this series.

**The World in Review**—Whatever dominated the news has been the starting point for explanations of underlying causes in this series. It has not been just another news broadcast but a lucid and thoroughly reasonable analysis without excess of detail.

Complementing the *School of the Air*, emphasizing teacher outlook, "The Toledo High School Forum," modeled after "America's Town Meeting of the Air," is broadcast every Monday night over WTOL. This program brings students from Toledo's schools before the microphone to express their opinions in a framework that accepts their contributions as meaningful and important.

The Radio Education Department in Toledo is geared for production. Each high school has a class in public address production to handle all in-school broadcasts, including morning announcements and special feature programs. Each high school also has a class in radio script writing to train students in the various script types, especially those usable over school public address systems.

The Toledo school system has its own central Radio Workshop, a studio group which produces all Board of Education broadcasts from commercial stations. Members of this class are especially approved students from local high schools.

## Station WBOE, Cleveland

Following is an outline of programs presented during this semester by Station WBOE, the Cleveland (Ohio) Board of Education frequency modulation station:

### To Senior High Schools

**Fun from the Dictionary**—a series encouraging wider interest in words and the use of the dictionary.

**Home of the Free**—a series of book review programs so coordinated as to deal with successive periods in American national growth.

**Let's Ask**—a series of interviews with nationally-known home economists.

**Fitness for Victory**—a variety of programs on health requirements and habits in wartime for girls' gym classes.

**Wings and Waves**—meets the request by the U. S. Government that all pupils be made conscious of the new social world being created by aviation and radio.

**Current Issues**—presents authoritative viewpoints on problems in current affairs.

### To Junior High Schools

**Art Appreciation 7A and 8A** art classes—pupils learn to apply the technical skills studied in previous semester's art broadcasts.

**Books You'll Want to Read**—a book review series.

**What Am I Saying?**—a speech series.

**Foreign Languages**—a French series and a German series which present in dialog form the fundamental vocabulary of daily life.

**Industrial Arts**—a series dramatizing the highlights in the development of tanks, submarines, torpedoes, etc.

**Peter and Betty**—the fascinating story of the history of measurement.

**Science and the Doctor**—a series which brings the doctor to the classroom to answer questions on pertinent war health problems.

**Introducing a Neighbor**—interviews with Latin-Americans now living in Cleveland.

**New Horizons**—events in the lives of explorers and pioneers who developed the Americas.

### To Teachers

**Know Your Schools**—work of school departments, divisions and bureaus.

**Keep Up-to-Date**—a review of outstanding books and periodicals.

In addition there is a complete schedule of regular programs for the elementary schools, including broadcasts for kindergartens, primary and upper elementary grades. These comprise lessons in arithmetic, art, French, geography, handicrafts, health, safety, science, social studies and music.

The "Home Safety" series, which is presented each week in cooperation with the Cleveland Safety Council, has been an interesting experiment in the organization and use of adult listening groups. Seventy-six such groups meet in the schools each week.

In keeping with the Government's desire to provide intensive pre-induction training in Communications, a demonstration radio laboratory has been set up at WBOE, where each week high school pupils come for radio study to supplement their school work. A technical staff provides instruction.

## Radio Goes to War . . .

(Continued from page 1)

report on his round the world trip, and Madame Chiang Kai-Chek's address before Congress. The future worth of these documents in social studies and other classes is inestimable.

Conference Kits provide groups with a transcription, literature and suggestions for conducting a discussion on a vital subject. "We Hold These Truths" includes the famous hour program on the Bill of Rights anniversary with an all star cast. The Educational Policies Commission recording on war aims and a kit on Nursing are the latest available for loan.

National voice of the High School Victory Corps is the "Victory Hour," conducted by the U. S. Office of Education and the Blue Network in cooperation with the Army, Navy, OWI and other agencies. In this variety program presented at 2:30-3:00 EWT Tuesdays on the Blue Network are messages from national leaders, interviews with heroes, commentators and service bands. Aims of the Victory Corps for physical fitness, competence in mathematics and science and vocational skills and also understanding of war objectives are brought to thousands of high schools through radio.

The Federal Radio Education Committee made up of 14 leading educators and broadcasters chaired by U. S. Commissioner of Education John W. Studebaker considers many problems of radio and the war. The *FREC Bulletin*, sent each month to more than 6,000 broadcasters and educators, has adopted its editorial policy to carry suggestions and news of educational radio's contributions to the war.

## The Army

By MAJOR HAROLD W. KENT,  
War Department Liaison,  
Office of Education

For the last two years, the Army has fully recognized the great value of radio as a means of increasing military knowledge among both our troops and the general public. Through local and national programs, commercially sponsored and sustaining, the Army's educational messages have reached a vast and consistent audience.

The use of radio as educational instrument has increased steadily as the war progressed. In the early days of the emergency, the primary problems were recruiting and preparation to meet potential dangers. Later the problem consisted of developing immediately a multi-million-man Army and equipping it. Currently, the major problem is to increase the efficiency of that Army and to insure the development of a military organization that will be prepared to meet every military requirement now and in the future.

(Continued inside back cover)



## Transcription Kits . . .

(Continued from page 5)

ton, Edward G. Robinson, Rudy Vallee, and Orson Welles. Also playing a major role in the program is Leopold Stokowski, conductor, and the Philadelphia Symphony Orchestra. In separate pockets of the kit, as in other kits, are reading materials on the general subject of the Bill of Rights.

4. *Become a Nurse.* This is a transcription of a half-hour discussion of opportunities in the nursing profession. Sponsored by the American Red Cross, this transcription was developed for the purpose of enlisting girls of high school and college age for nursing both during and after the war.

### How the Kits Are Used

This brings us to the question of how all these Transcription Kits are used. First of all it must be remembered they are on a free loan basis, express prepaid from the Educational Script and Transcription Exchange, U. S. Office of Education. About ten days is allowed for their stay at each school applying for them. On arrival at their destination, the superintendent of schools or a school administrator usually has charge of the program.

Sometimes he requests a faculty or local discussion group to study the reading materials found in the kit. By a careful reading of some, or all the booklets in the transcription kit, a wealth of background information is acquired that is extremely useful in the subsequent discussion.

When a meeting date is set, those selected to take part in the local group discussion or panel are usually members of the school faculty, students and leaders in the community who may be particularly concerned with the subject of the conference. The personnel of the local panel is generally selected in advance, and the location of the conference is usually a hall or room large enough to accommodate students, teachers, parents and all interested citizens. The transcription is first played; then the discussion among the members of the local panel group begins. There is no specified time limit to each conference discussion. Usually it extends for an hour, or even two hours after the transcription has been played.

A conference is usually concluded by some definite action, such as the appointment of committees to organize a specific program of local school cooperation with a national program related to the war effort.

Thus far, it is estimated, the Transcription Kits have reached a total audience in excess of 19,400.

Designed primarily to make possible more effective participation by the Nation's schools in the war effort, the Transcription Kit has already proved a unique aid to Education.

## Radio Education in a Rural County

A teachers' institute on the use of radio in a rural county was held last month in Modesto, California, as a project of the State AER Committee, reports Mrs. M. L. Annear. Chairman of the committee and the county superintendent of schools in Stanislaus County, Mrs. Annear can already point to an outstanding program for utilizing radio.

The month before vacation her office sponsors a series of broadcasts over KTRB in Modesto on vacation activities. It is aimed at pointing up the creative possibilities in vacation time. All children are encouraged to take out library cards, talks are given on hobbies such as photography, geology, astronomy, gardens and picnic possibilities. In the fall the vacation activities of the children are tied up with the school program in written and oral work. Some schools go on the air each week and tell of their activities for the benefit of the rest. Home gardens, farm work and selling War Stamps are frequent topics described with charming naivete.

The schools are equipped to share in this and other activities because four years ago they began to buy radios to listen to the Standard Music broadcast. There are 50 elementary schools in this county of 78,000. Nearly 100% of the 5th to 8th grades listen to the Standard program while the county office sponsors a weekly music appreciation broadcast for the kindergarten through the fourth grade. This highly popular program includes stories about folk music and simple classics. Teachers receive in advance directions for pupil participation and playing of recorded music as well as outlines for blackboard preparations. The county library has the same records for distribution, so that schools wishing to do so may have reviews.

The same technique is used in the bi-monthly art program in the upper grades with the teachers getting in advance the outline of the broadcast, its objectives, the art principles to be covered and suggested activities for creative work. Slide materials in the 2" x 2" size, in both color and black and white are frequently provided by the visual aids department. All the rural schools are equipped with projectors to use these slides.

Wherever possible, broadcast discussions are correlated with social studies.

To build on the radio awareness already existing among the teachers of this county, the AER committee proposed the following 6 objectives:

1. To introduce radio techniques into the social studies and language arts curriculum study groups.

2. To work with the county supervisor of audio-visual aids to increase the use of the transcription library.

3. To promote discrimination in in-school and out-of-school listening and to tie up that listening with classroom activities.

4. To interest teachers in radio script production and in using radio scripts for classroom and assemblies. A circulating library is hoped for out of this activity.

5. To build in each high school a library of books on radio.

6. To have an institute on radio education as inservice training for teachers.

The committee appointed by Major Harold W. Kent, president of the AER, consisted of Jennings Pierce, NBC, Hollywood; Miss Anita Korts, Petaluma; Mrs. Georgiana Browne, Ventura; Dr. Holland Roberts, Stanford; John Crabbe, College of the Pacific, Stockton; Mrs. Helen Rachford, Fresno County; and Mrs. Margaret L. Annear, County Superintendent of Schools, Modesto. This committee in turn established a county committee, and Dr. Roberts and Mrs. Annear meet with them. In addition to the 50 elementary schools in this county of 78,000 persons, there are eight union high schools, one junior college and the city system of Modesto, a town with a population of 16,000. KTRB which serves the area is a 1,000 watt station.

One evidence of the position of school radio in the county was the request by the county's civilian defense council to the county radio committee to take over the dissemination of defense knowledge to the public. The eight high schools and the junior college take turns in presenting each Friday a script on topics selected by the defense council. Agriculture and home-making teachers and Future Farmer boys combine to produce another once a week program—"The Garden Spy"—on victory gardening, poultry, rabbit raising and food preservation.

At the teachers institute the State Superintendent of Instruction, Dr. Walter F. Dexter, opened the program and Jennings Pierce gave a background talk on radio and war. The afternoon session was broken up into two workshop sections, one for the agriculture and science group and the other for English, social studies and music teachers. They discussed and gave demonstrations on (a) techniques of using audio and visual aids; (b) evaluation of radio programs for in-school and out-of-school listening; (c) rehearsal and presentation of a radio script by a teacher group.

Radio instead of being an unknown but parallel educational agency with the public schools, has become a valuable and fascinating assistant of the public school teacher.

# They Say!

Excerpts from speeches delivered recently at the National Association of Broadcasters' War Conference and the Institute for Education by Radio

## Challenge to Broadcasters!

"It has been seriously argued by some that because the overall radio schedule, unlike any other medium of information or entertainment, is filled to a considerable extent by the advertising agent acting for the advertiser, the need for strong program organizations is diminished. That, I state, is a complacent attitude—almost one of resignation. For its own self-respect radio must be ready to do as good a job in creating programs as anyone else. Or a better job. I think we have taken the easy course too long. I am not advocating that the contribution of the outside advertising producer be reduced. I think we owe and I here gladly pay generous tribute to the creative gifts which advertising agency program builders have brought to our medium. They shortened by years the course we would otherwise have had to travel without their skill and showmanship. What I want to see now is a change in our own stature and prestige as program builders. I want the advertiser, and his agent, to lean on us more than they have, and I am convinced that they will, whenever they are invited to do so by a broadcaster with a strong program building organization which has a record of accomplishment behind it.

"... with full recognition of the important part (the advertiser and his agent) have played in the development of radio, I feel we are sometimes persuaded by them to arrangements which will not stand up to what should be the best practices in serving our public. The advertiser sees in radio one of the most valuable and effective means of reaching his market. He has no desire to harm radio. However, at times, what may be productive sponsorship, or what may seem like productive sponsorship, may not be compatible with high broadcasting standards. . . .

"Broadcasters should not seek or encourage business of the wrong kind. They should resist the pressure which is often put on them to accept it. In doing so, they will also be serving the large majority of advertisers whose own interests would be damaged if our medium suffered. I know that such resistance is not always easy, especially when the competitive forces between rival broadcasters are at play, or when a broadcasting organization is having difficulty making both ends meet. However, the resistance to lowering standards and the maintenance of policies aimed to serve the radio audience effectively and in good taste are bound to bring their rewards. I do not know of a single broadcaster who has stood

his ground well, or a single advertiser whose use of our medium has been farsighted, who will not testify to that statement."

*From the address by WILLIAM S. PALEY, President of the Columbia Broadcasting System, delivered at the NAB War Conference, April 28, 1943.*

## Editorial Page of the Air

"Radio should lift its own voice in self-defense against the rising tide of protest and hostile criticism which is appearing all too frequently in magazines and newspapers. . . .

"What radio needs and has needed for many years is an editorial page of the air, sponsored by broadcasters, and comparable in many respects to editorial pages of newspapers. Here we could answer criticism with full frank discussions of radio's problems in which we take our listeners behind the scenes. We could develop editorial talent of caliber equal to the famous names in journalism. Most, important, perhaps, would be our Voice of the People Section where the public could have its say. . . .

"Make your editorial page of the air the frank, open feature that it should be and we will not only protect ourselves against unfair attack and bring better entertainment to the public but we will also give America the greatest forum of free speech and free discussion the world has ever seen."

*From address by COMMANDER EUGENE F. McDONALD, JR., President of Zenith Radio Corporation, delivered at the NAB War Conference on April 26, 1943*

## Must Promote Understanding!

"In our shrunken world need for understanding and more harmonious relations between nations is plain for all but the willfully blind to see but, if reasonably complete unity between nations, is to be brought to fruition it must start between our two countries (Britain and the United States).

"Our predicament is simply this—thanks to the inventive genius of man, we now live in one another's backyards. Either we learn 'to neighbor' . . . or we will be at one another's throats continually. I heard of a family once that swore that they would die for one another, but found living with one another almost impossible. Today in the United Nations we are dying for one another. Tomorrow we will have to live with one another.

"Radio will have to help us to do that. It is not radio's job to solve all

the problems of the world, but radio is uniquely fitted to help to create that atmosphere of understanding without which these problems never will become soluble. . . . The people we have to fear in both our countries are the people who spotlight the minor things that divide us and ignore the great things that unite us. . . .

"On the day the last shot in war is fired as a signal that the battle of peace has begun we shall be confronted with a new set of foes, demanding new weapons to rout them. We shall have to battle against short-sightedness and confused thinking, against selfishness and greed, against hate and pride, and against the desire for peace at any cost. That will be a battle fought, not in any one parliamentary chamber or international conference, but in the hearts and minds of millions of people in all countries, for though you plan a new world on paper, you will have to build it out of people."

*From the address by SIR GERALD CAMPBELL, British Minister and special assistant to the British Ambassador, delivered at the Institute for Education by Radio May 2, 1943.*

## Greater Public Service

"If the American system of broadcasting is to continue untroubled by more stringent governmental programming requirements, 'it must measure up to its responsibility of a broad, generous, imaginative ideal of its duty to all parts of our people. I say this because I think that fundamentally this is the kind of business it is and the public will not permanently tolerate its exploitation exclusively for personal gain.

"... This policy will mean frankly and cordially accepting some programs aimed at groups known to be relatively small, but highly important. It will mean segregating a reasonable amount of good time for programs conceived on a truly high level of intelligence, art, wit and humor. Whether such programs are sponsored or not is of relatively minor consequence, providing the quality is sufficiently fine.

"The generation coming into power is going to demand the best that our ingenuity and brains can give, and whoever stands across the path in such matters is likely to be run over and hurt, if not destroyed."

*From the address by DR. JAMES ROWLAND ANGELL, Public Service Counsellor of the National Broadcasting Company, delivered at the NAB War Conference, April 28, 1943.*

## Radio Goes to War . . .

(Continued from page 6)

Early in 1942, the Army found it necessary to give the American soldier a better idea of what he was preparing to fight for. A series of "orientation lectures" was scheduled at various camps and military installations throughout the country. Participating were outstanding radio commentators, foreign correspondents and authors who could speak of the war from first-hand observation. Six of these lectures were broadcast nationally over the CBS network to reach men of the Army stationed throughout the country. This series was designed primarily for soldier consumption.

"The Army Hour" (NBC, Sundays, 3:30-4:30 p. m. EWT) was developed as an education program primarily for the general public. From the time of its inaugural broadcast on April 5, 1942, "The Army Hour" has enjoyed a reputation for accuracy and authority in explaining the complex problems of building and edveloping the nation's fighting force. Actual explanations and demonstrations of war weapons, talks by officers and men from all branches of the Army, first-hand reports from overseas, and a weekly official summary of the war news, established "The Army Hour" as an important medium of war information which earned for it in several listeners polls the rating as the best government war program for 1942.

Other examples of active War Department cooperation in the development of educational programs must include "Pass in Review" on MBS, "Spirit of '43" on CBS, and the "The Victory Hour" on the Blue Network. The latter program, which recognizes the important part American high school youth are scheduled to play in the war program, originally was conceived by the War Department and later developed with the cooperation of the U. S. Office Education and other government agencies.

Many other radio programs also devote a portion of their broadcasts to Army material and served as vehicles for military education directed to the public. Features such as "The March of Time," "Report to the Nation," and "This Nation at War" often include camp pickups and appearances by responsible military personnel.

Local radio stations also are assisting the Army in performing this educational mission by developing programs of their own, broadcasting recruiting messages and transcriptions released through the OWI, and by making their facilities available to the Public Relations Officers of nearby Army camps. In many respects these local broadcasts are serving the nation in a way unique in the history of broadcasting. Many camps are broadcasting local programs based on "Army Themes" and "Fact

Sheets"—a relatively new service developed by the War Department. The "Themes" represent prepared copy reflecting the Army's point of view. The "Fact Sheets" are a compilation of immediate usable facts concerning a particular subject of Army operation or interest.

The use of radio to serve an educational purpose must include the short-wave broadcast to our men overseas. Primarily, these programs serve a morale purpose—the same morale purpose which is inspired by a nation's confidence in its Army. "Command Performance" is purely entertainment by outstanding stars of radio, stage and screen. However, other overseas broadcasts provide our troops in battle areas with up-to-the-minute news and reports on activities at home. "News from Home," produced in cooperation with the OWI, and "We Who Fight," produced by the Special Service Division, are among such current broadcasts prepared exclusively for our troops. Many soldier-listeners hear these programs by direct shortwave; others through rebroadcasts of transcriptions prepared in the United States and sent to distant theaters of operation.

### The Navy Department

By HAZEL KENYON MARKEL, Lt. (jg),  
Office of Public Relations

Radio has been a most effective agency throughout the National emergency in carrying the story of the United States Navy to the American people. Through radio the public has been constantly apprised of the Navy's problems which cooperation on the home front can and do help to solve; of the Navy's needs which an informed public on many occasions has been eager to meet.

Radio's first great service to the Navy Department was as a medium by which tens of thousands of our finest youth were encouraged to choose America's sea arm as the branch of service in which they wished to enlist. The appeal presented by radio in this undertaking was not emotional in nature, it was informative, educational. It was specific in that it placed emphasis on the specialized opportunities awaiting youth in the Navy, and it was outstandingly successful.

Termination of general recruiting, except for the Women's branches, and here radio is being utilized widely, has not diminished the usefulness of radio to the Navy Department. New needs continually arise, and the radio industry serves as a valuable liaison agency between the Navy and the civilian ranks.

There was the problem of obtaining a sufficient supply of binoculars for our men at sea, for example. The radio industry was informed of that need. It carried the message to its vast public. The need was largely met through

a voluntary yielding of private equipment for Naval use.

Radio's greatest service, however, has been and is to keep the American people informed on what the Navy is accomplishing, what it is undertaking, and what part it is required to play in a global war covering over four-fifths of the earth's area. To that end programs like "The First Line" over the Columbia Broadcasting Company present, by dramatization, vivid, authentic, first-hand stories of what the boys at sea are doing daily, what they are thinking, what they are suffering to win this war.

"Men of the Land, Sea, and Air" over the Blue network is a series of interviews with men of the Navy, Marines, and Coast Guard who have been "out there" fighting the enemy. They bring to the American people a true conception of why we at home must sacrifice, give, and work to back up these men.

"The U. S. Coast Guard on Parade" is an educational series over the National Broadcasting Company presenting an accurate and interesting picture of the work and accomplishments of the men of the U. S. Coast Guard.

"The Navy School of Music 'For Victory'" series over the Mutual network is a program of music from the Navy School of Music in Washington with dramatized stories of Navy aims and activities. A portion of the broadcast is prepared for shortwave transmission to the boys overseas.

The Office of War Information, Overseas Forces Division, cooperates with the Navy in two shortwave programs for Navy, Marine, and Coast Guard personnel overseas. "Calling the Navy" is mainly a news program broadcast six days a week, three times a day. "Tell It to the Marines" is sent to the Marines in the South Pacific. It comprises world news, Marine Corps news, entertainment, and messages from the folks at home.

Any discussion of the Navy's use of radio, however brief, would not be complete without the mention of outstanding special programs in which important Naval officials use the air to bring to the people of the Nation messages and reports of deep significance. Secretary of the Navy Frank M. Knox's recent speech over the Blue Network is a notable example. In this address he gave a factual, informative, and inspirational report of the U. S. Navy's growing strength. Educational radio at its best!

### U. S. Treasury

By ARTHUR FLETCHER, Education  
Section, War Savings Staff

In the general field the War Savings Staff of the Treasury has used the radio extensively to create a fashion for savings, and to a lesser extent, to carry  
(Continued on back cover)



## Radio Goes to War . . .

(Continued from inside back cover)

special messages to well-defined publics. The Education Section of the War Savings Staff hopes for a parallel use of radio by radio educators. In so doing educational radio would perform a real service to the War Savings program, and for school youth and their communities.

The use of educational radio to develop a climate of savings opinion in the schools is something that must come from the inspiration of the radio educator on his own job. We have provided for the schools some specific radio materials on the role of personal savings in this crisis and will continue to supply others within the limits of our resources. The current issue of the War Savings News Bulletin for Teachers, for example, includes the script of the opening program in a Cleveland school series. This undertaking grew out of the cooperation of the schools with the Cleveland War Savings Committee. It was an evening musical program with a dramatic insert and represented part of the general use of radio rather than a strictly school affair. It had many advantages for the schools, however, in that it involved (a) a chance to participate on the part of several hundred students, (b) the satisfaction of sharing in an important war undertaking, (c) the creation of public approval for the schools. Others in the series are available in mimeographed form from the Education Section, War Savings Staff, Washington, D. C.

The Education Section is also about to release a script especially written for high schools (by Vivian Fletcher, AER). This will be in the second category of specific appeal to a clearly defined group, although it will add to the communities' understanding if used to reach the community. It is a story involving high school students, and contains no "commercial" other than the lesson of the story itself. Production notes for the use of the script, either as an actual broadcast or as a simulated radio program for schools, are provided with the script. It will be available through the Office of Education Script Exchange as well as from the Education Section of the War Savings Staff, Washington, D. C.

In the long run, the Education Section hopes that these materials will stimulate local schools to write and produce their own War Savings radio programs. The themes which need stressing most are (1) work if you can and save (2) purchases by the student

or his family above the necessity level impede the war effort and threaten the peace.

Another function that educational radio could perform would be to support the "work and save" movement during or before the summer holiday. For example, a pre-summer series of programs on summer occupations was put on last spring by the county school superintendent's office in Modesto, California. Then fall programs, both radio and school, used the pupils' experiences as motivation to learning.

Finally, the programs sponsored by the U. S. Treasury (War Savings Staff) are frequently of a character and caliber to deserve planned out-of-school listening. The Treasury Star Parade scripts, for example, have been published for their literary and dramatic merit and certain of them have been released for simulated broadcasts or adaptation as stage shows. Titles available are *The Jarvis Bay*, *The Bishop of Munster*, *Miss Liberty Goes to Town*, *Ballad of Bataan*, *I Claim the Right to Sing America*, *A Modern Scrooge*, *Mr. Jones and Mr. Washington*, *To My Son*, *A Letter From a Red Army Man*, *Education for Victory*, *Sacrifice for Victory*, *The Goldbergs*, *Mrs. Murgatroyd's Dime*.

### The National Archives

By EARNEST J. BRYAN, Chief,  
Division of Information and  
Publications

Behind the impressive Greek columns of the National Archives Building in Washington are 21 stories of stacks containing 580,000 cubic feet of records of the Government of the United States.

The facts found in these records are drawn upon heavily for presentations. There is much quotable material. There is much that lends itself well to dramatization. There are facts to show what steps are effective in combating enemy propaganda. There are accounts of policies adopted at various stages of the last war and of the effects upon peoples and nations to various pronouncements and actions. There is much background material to help us understand how we got where we are, and there are clues to indicate what we can do next to pave the way for the better day this is our objective.

Of especial interest to radio writers are personnel records and other papers in the National Archives dealing with the careers of such dynamic Americans as Admiral Dewey, General Pershing, Sergeant Yorke, Billy Mitchell and

General Douglas MacArthur. Their exploits lend themselves well to dramatized presentations for morale-building purposes. The records dealing with General MacArthur include also the reports of his father, General Arthur MacArthur, and the statements of both as they relate to observations in the Russo-Japanese war of 1905. The two MacArthurs traveled and worked together during that period and picked up bits of information concerning Jap cunning and treachery that have been used to advantage by General Douglas MacArthur in the past few months.

Incidents relating to America's administration of its insular possessions also abound in radio possibilities. The records show the constructive efforts of our Government in helping subjected peoples to self-reliance and independence. They are dramatic evidence that America has kept faith with the Filipinos, for instance, and these facts can be used to reassure other peoples regarding our intentions. Diplomatic records in The National Archives reveal the story of the double-dealing of the Axis powers, and these facts can be used by radio to good advantage in combating some of the enemy fiction that is now pouring out over the ether waves.

Perhaps the most reassuring information for radio use that can be gleaned from the archives of the United States is that portraying our resources and potentialities. There are surveys and studies of our natural and industrial resources. Reports and recollections and heroic tales of peace and war that show the tough fiber of which America is made are all available to thrill and to reassure.

Records constitute a remembrance of the past, a key to the understanding of the present, and a guide for the planning of the future. Radio, more than any other medium, can glean from records the drama, the enlightenment, and the inspiration of our recorded experience as a Nation.

Records in the custody of the Archivist of the United States may be consulted in The National Archives search rooms from 9 a. m. to 10 p. m., Monday through Saturday, and requests for information from or about the records may be addressed to the Office of the Director of Reference Service, The National Archives.

Like the rest of the modern weapons and machines now serving the Nation, Radio has also been called to war, and the foregoing reports attest to the importance of the job it is doing.

